

Choosing the Right Sequence

It all adds up

In order to ensure that all Alberta students have the opportunity to graduate with the mathematical skills and knowledge necessary to succeed in the future, Alberta Education has revised the high school mathematics program of studies.

Alberta Education worked closely with teachers, the Mathematics Council of the Alberta Teachers' Association, leaders in business and industry, and representatives from post-secondary institutions—including colleges, technical institutes and universities—to create courses that not only meet the specific needs of all students, but also increase their future education and career opportunities.

Students are encouraged to consider both their current interests and their future plans when deciding upon a course sequence.

Course sequences

Please note: All three course sequences will provide students with both mathematical reasoning and critical-thinking skills.

Mathematics -1 Course Sequence

For entry into:	post-secondary programs ¹ at universities, colleges and technical institutes that may require further study of mathematics; e.g.: • Engineering • Mathematics • Sciences • Business
Designed for:	students interested in careers emphasizing mathematics or sciences
Additional information:	This sequence: • is a co-requisite for Mathematics 31 • may be required for post-secondary study of calculus Topics in this sequence include permutations and combinations, relations and functions, sequences and series, and trigonometry.

¹ Prerequisites for programs offered at post-secondary institutions should always be confirmed with the institution as they can change on a yearly basis.

Mathematics -2 Course Sequence

For entry into:	many programs ² at universities, colleges and technical institutes, including some apprenticeship programs; e.g.: • Arts programs • Civil engineering technology • Medical technologies
Designed for:	students interested in careers in a wide variety of areas (This sequence is designed to fill the needs of most students.)
Additional information:	This sequence provides a student with a high degree of flexibility in terms of changing course sequences—at both the Grade 11 and Grade 12 levels—if the student’s interests change. Topics in this sequence include relations and functions, equations, probability, statistics and trigonometry.

Mathematics -3 Course Sequence

For entry into:	many apprenticeship programs and the workforce
Designed for:	students interested in trades or direct entry into the workforce
Additional information:	This sequence aligns with entrance requirements for many trades programs, specifically levels one to three. Topics in this sequence include finance, geometry, measurement and trigonometry.

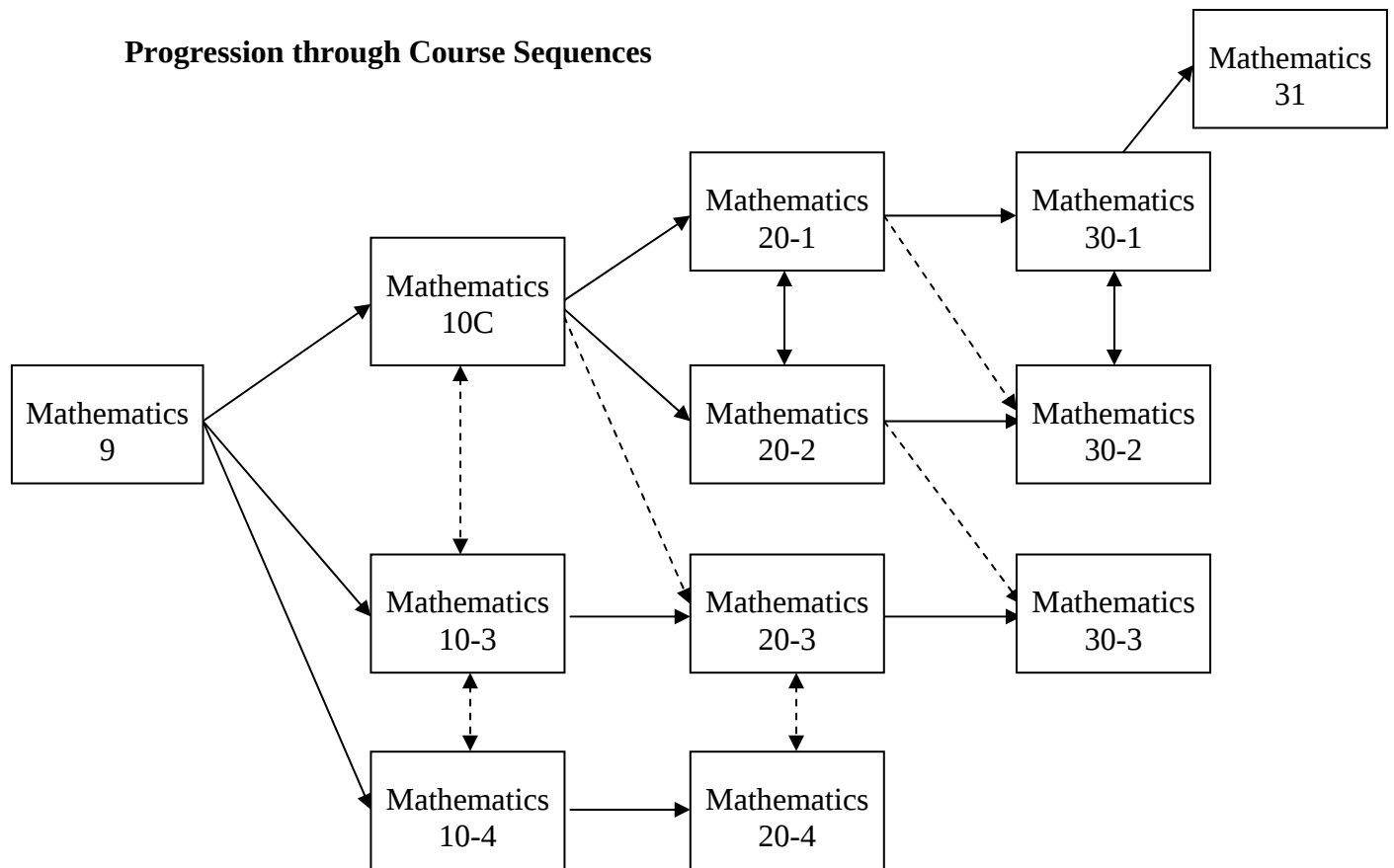
Progressing through the courses

Below are the typical and alternative progressions students may take in the new mathematics sequences.

- Mathematics [10C](#) is for students who want to take the -1 or -2 course sequence.
- Mathematics 10-4 and 20-4 (Knowledge and Employability courses) will continue in their current form.
- Mathematics 31 does not change with the revised program. Mathematics 30-1 is a co-requisite for Mathematics 31.

² Prerequisites for programs offered at post-secondary institutions should always be confirmed with the institution as they can change on a yearly basis.

Progression through Course Sequences



—> Typical Progression

- - -> Possible Progression